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ABSTRACT

The Oregon Proficiency-Based Admission Standards System (PASS) is based on standards that describe the academic skills and knowledge students need to demonstrate for acceptance into any of Oregon's seven public universities. The Oregon University System (OUS) created PASS in 1993 for three reasons: (1) PASS aligns college admission with Oregon's statewide K-12 school improvement plan; (2) grades are not an adequate measurement system; and (3) PASS provides admissions offices with better information about applicants. The knowledge and skills students demonstrate through earning the Certificates of Initial and Advanced Mastery (CIM and CAM) serve as the foundation for PASS. This visual and performing arts PASS guide is divided into 18 sections: (1) "Q&A: Introduction to PASS"; (2) "Required and Recommended Standards"; (3) "Visual and Performing Arts Standards and Criteria Summary Chart"; (4) "Making a Summary Judgment"; (5) "Summary Judgment Score Sheet"; (6) "Standard A Scoring Guide"; (7) "Standard A Sufficiency Guidelines"; (8) "Standard B Scoring Guide"; (9) "Standard B Sufficiency Guidelines"; (10) "Standard C Scoring Guide"; (11) "Standard C Sufficiency Guidelines"; (12) "Standard D Scoring Guide"; (13) "Standard D Sufficiency Guidelines"; (14) "Standard E Scoring Guide"; (15) "Standard E Sufficiency Guidelines"; (16) "Visual and Performing Arts (VPA) from Certificates of Initial Mastery (CIM) and Certificates of Advanced Mastery (CAM) to PASS"; (17) "Assessment Guidelines"; (18) "Reports from OUS Institutional Research." (BT)

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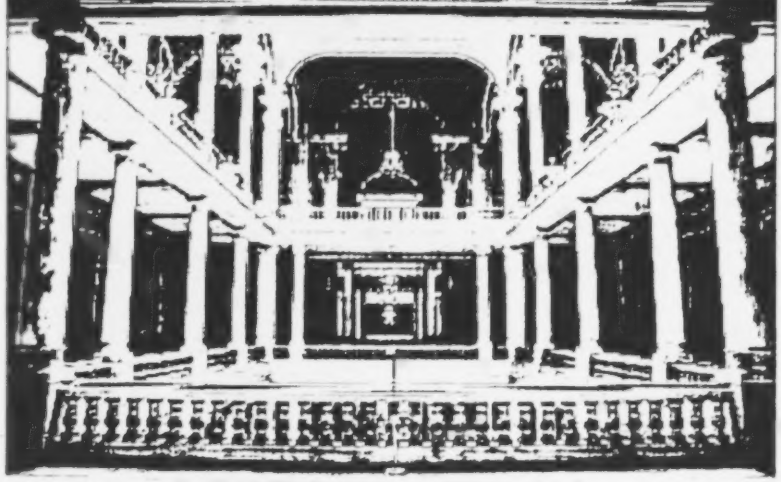
PASS Guide to Visual & Performing Arts



Teaching and Assessing Proficiency for University Admission

preliminary 2001 – 2005 edition

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Proficiency-based Admission Standards System

PASS

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"Promoting access and success for students in higher education."

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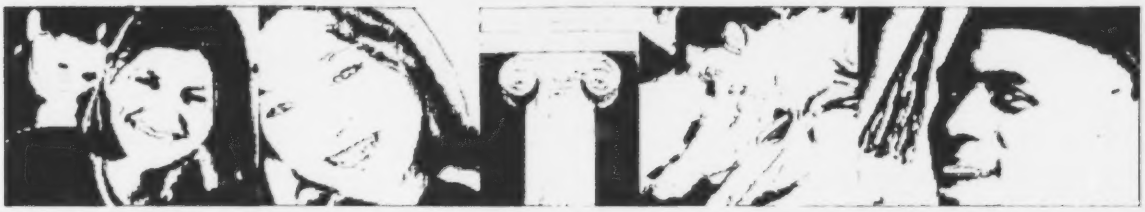

Proficiency-based Admission Standards System

PASS

"Promoting access and success for students in higher education."

www.ous.edu/pass

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Introduction to PASS

Questions & Answers

What is PASS?

The Proficiency-based Admission Standards System (PASS) is based on *standards* that describe the academic skills and knowledge students need to demonstrate to be accepted into Oregon's seven public universities.

Why are admission procedures changing?

The Oregon University System (OUS) created PASS in 1993 for three reasons:

1) *PASS aligns college admission with Oregon's statewide K-12 school improvement plan.*
School-reform legislation enacted in Oregon requires all secondary schools to offer the performance-based CIM and CAM (Certificates of Initial and Advanced Mastery). High schools are engaged in large-scale curricular and program redesign as a result of these requirements. OUS seeks to be a helpful and supportive partner as Oregon schools make these significant changes. For example, PASS allows students to use the results from many CIM and CAM assessments to meet proficiency-based college admission requirements.

2) *Grades aren't an adequate measurement system.*
The current system of subject-area requirements and minimum grade point average (GPA) does not help students focus on the knowledge and skills they should be developing to succeed in college, nor does it encourage them to take the most challenging courses. The GPA system encourages students to choose courses that will allow them to obtain the highest grades, rather than those that would most challenge them.

This pattern has been demonstrated in Oregon and the nation, where the average GPA for incoming freshmen has risen consistently. At the national level, more students must take remedial courses in college and typically require six years to obtain a baccalaureate degree. During this same period of time, the OUS GPA requirement for admission has risen four times: from 2.25 in 1968 to the current 3.0.

3) *PASS provides admissions offices with better information about applicants.*
PASS provides OUS admissions directors with better, more detailed information about students' abilities and level of college readiness. This information is used for placement in entry-level college coursework.

What incentives are there for students?

Students who meet the PASS standards will be better prepared for success in college. PASS is also able to provide students and admissions officers with more accurate information concerning college placement. Students who meet or exceed a number of PASS standards may be eligible for university scholarships. These scholarships are for students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards. PASS ratings may also give students access to advanced classes and opportunities to earn college credit.

What will be the purpose of grades in high school?

Grades continue to provide useful information on high school performance, study habits, attitude, and other attributes. Even after the PASS standards become the primary means of determining admission, grades may serve as an additional source of information.

Connecting CIM, CAM, and PASS

How is PASS connected to CIM and CAM?

The knowledge and skills students demonstrate through earning the Certificates of Initial and Advanced Mastery (CIM and CAM) serve as the foundation for PASS. As students earn their CIM in a content area–such as math–they may also be demonstrating proficiency in one or more of the PASS standards. Student work completed in a CAM program may also provide evidence of PASS proficiency.

How is proficiency assessed?

Various methods of assessment may be used to determine students' level of proficiency, including:

- PASS Teacher Verification and
- State and National Assessments

The primary method of assessment is PASS Teacher Verification (PTV). This method is the most accessible to all students seeking to meet PASS standards. PASS expects that high schools will use a combination of the various methods of assessment to determine students' level of proficiency. PASS encourages high schools to use the assessment method(s) that best serves the student.

Students receive a rating for each PASS standard in a content area. There are five possible ratings:

PASS Rating	*Description*
(E) Exemplary*	The collection demonstrates an exemplary mastery of the standard and exhibits exceptional intellectual maturity or unique thinking, methods, or talents.
(H) Highly proficient*	The collection demonstrates mastery of the standard at a level higher than entry-level college coursework.
(M) Meets the standard	The collection demonstrates that the student is prepared for entry-level college coursework.
(W) Working toward the standard	The collection approaches readiness for entry-level college coursework. The level of performance may be improved by: • providing a broader variety of opportunities and conditions of assessment; • providing sufficient evidence to address the range of criteria for the standard; • enrolling in more classes that target this standard. **Note:** The "working toward" level assumes that students are on track to meet the standard, provided they exert sustained effort through the normal progression of coursework to improve their knowledge and skills in this area. Seniors who are in the process of applying to college would need to make every effort before graduation to build a sufficient collection of evidence that meets the standard.
(N) Not meeting the standard	The collection contains evidence that the student is not prepared to do entry-level college coursework.

*requires external verification

What will happen to the high school diploma and required courses?

The basic requirements for a diploma are set by the State Board of Education, with additions set by local school boards; PASS has no influence on these requirements. The list of courses required for OUS admission has been replaced by OUS's course approval process, which high schools use to map their course content to the PASS standards.

Will this system make it harder to get into college?

Because this higher level of preparation is being expected of all Oregon applicants, students should have an increased likelihood of being accepted for admission. Students who meet entrance requirements will be more likely to graduate with a college degree in four years.

Will this system be equitable for all students?

One of the strengths of PASS is its potential to increase access to college for students from all backgrounds, especially non-traditional. OUS will study the performance of all students admitted via proficiency assessments to determine if any requirements have detrimental effects on any student population. This systematic review will examine the effects of PASS on groups from all ethnic and cultural backgrounds, as well as on persons with disabilities.

The system will be modified as needed to meet the OUS goal of making PASS equitable while retaining high standards for all students. Students with identified, documented special learning needs will be eligible for accommodations and modifications for any PASS standard.

What about out-of-state students who want to attend an OUS school?

The first priority of OUS, as a public university system, is to serve Oregon students. Approximately 15 percent of OUS students come from out of state. OUS will continue to accept out-of-state students based on the courses they have taken and their grade point averages. OUS campus representatives and admissions officers will make high school counselors in those out-of-state schools that send the most students to Oregon more aware of the PASS standards. Out-of-state students will be subject to the same expectations in university freshman courses as in-state students.

What about Oregon students who want to go to an out-of-state college?

PASS has received assurances that students with evidence of proficiency on their transcripts will be welcomed to apply at institutions such as Stanford University, the University of California system, the University of Washington system, Brigham Young University, and others.

The Association of American Universities has established a national clearinghouse to evaluate how information about student proficiency from various state systems of admissions might be used nationally. To date, the PASS standards have been evaluated favorably by these institutions. Founded in 1900, the AAU represents the 60 leading research universities in North America. The AAU project, Standards for Success, has centers at Harvard University, the University of Oregon, and Stanford University. For more information about Standards for Success, visit www.s4s.org or call 1-877-766-2279.

Note that only one method of assessment is required per PASS standard to meet proficiency (M) and that PASS ratings of E or H require two forms of validation.

PASS Teacher Verification

PASS developed the teacher verification assessment method by working with teachers from high schools around the state. Over the term, teachers and their students assemble collections of work that may contain CIM work samples or CAM projects designed to address PASS standards. Teachers determine their students' proficiency by judging these collections of student work against the criteria developed for each PASS standard.

State and National Assessments

PASS incorporates all Oregon assessments (multiple-choice tests, on-demand performance tasks, and work samples) and will continue to align systems with the Oregon Department of Education. Specific scores from national tests such as the Advanced Placement, SAT-II, ACT, International Baccalaureate, and second-language proficiency tests can contribute to the determination of PASS proficiency (see Assessment Guidelines for details).

Do teachers have to be trained to assess PASS standards?

PASS assessment builds on what teachers currently use to assess the CIM. Additional training is required for teachers who intend to assess PASS collections of student work using PASS Teacher Verification.

Several resources for teachers are available on the PASS website <www.ous.edu/pass>. These resources include example collections of student work at varying levels of proficiency, self-paced tutorials on judging student collections, classroom resources for specific standards, and implementation updates. PASS also has publications about teaching and assessing the PASS standards for each of the six content areas. These publications are available on the website or can be ordered through the Confederation of Oregon School Administrators (COSA) by e-mailing donna@cosa.k12.or.us or phoning 1-503-581-3141.

What do counselors need to know about PASS?

Counselors need to have an understanding of PASS, including the assessment methods used to meet PASS standards, the connection with CIM and CAM, and the opportunities for students to meet PASS requirements within the high school curriculum. In addition, counselors will inform students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards about their eligibility for scholarship consideration, advanced class placement, and college-credit opportunities.

The PASS Standards

Required and Recommended for OUS Admission

	Required	Recommended
SECOND LANGUAGES		
A. Oral/Signed Communication	Level IV*	Level V or higher
B. Reading	Level IV	Level V or higher
C. Writing	Level IV	Level V or higher
VISUAL & PERFORMING ARTS		
A. Understand Elements, Principles, and Process in the Arts	✓	
B. Interpret Art from Various Cultures and Historical Periods	✓	✓
C. Understand the Role of the Arts in Society	A + B, C, or D ✓	any not met as "required" ✓
D. Exhibit Skill in One Discipline of the Arts	✓	✓
E. Analyze and Critique Artistic Works		✓
SOCIAL SCIENCE**		
A. Analyze Issues & Events	✓	
B. Know and Use Geographic Information	✓	✓
C. Understand Patterns of Human History	✓	✓
D. Understand United States History	any 2 of these 5 ✓	any not met as "required" ✓
E. Understand Structures and Systems of U.S. Government	✓	✓
F. Analyze Economic Systems	✓	✓
G. Examine Aspects of Human Behavior		✓

* In Second Languages, proficiency is measured in terms of benchmark levels. The benchmarks are based on nationally recognized standards established by the American Council on the Teaching of Foreign Languages. Benchmark Level IV is an intermediate-low level of language proficiency.

** In Social Science, the "Required" standards reflect the current OUS admission policy. Until 2005, the OUS admission policy requires 3 units of social studies including one year of U.S. history, one year of global studies (world history, geography, etc.), and one year of a social studies elective. Government is highly recommended. The goal in transitioning to PASS standards is to ensure that (1) students are prepared to succeed at college-level coursework and (2) PASS standards connect with CIM assessments where possible.

Required = will be required for admission to OUS institutions beginning fall 2005
Recommended = for scholarship consideration, advanced placement, and college credit

PASS Summary Chart of Standards and Criteria for the Visual & Performing Arts

Standard What students must be able to do:	Criteria What students should demonstrate:	Evidence What students might collect:
A: Understand Elements, Principles, and Process in the Arts Understand the ways in which artists use elements, materials, technologies, the creative process, and organizational principles in similar and distinctive ways in various art forms or disciplines.	**A1: Recognition of Elements and Principles**: Recognize, examine, and understand the elements and principles that are common across various art forms or disciplines. **A2: Understanding the Creative Process**: Recognize and understand the creative process within various art forms or disciplines. **A3: Aesthetic Literacy**: Communicate an understanding of various art forms or disciplines.	Please refer to the sufficiency guidelines for Standard A on page 13.
B: Interpret Art from Various Cultures and Historical Perspectives Interpret works of art from various historical periods, cultures, and peoples, analyzing the contexts in which they were created, the characteristics of the works, and the range of possible interpretations.	**B1: Recognition of Artists, Works, and Movements**: Recognize exemplary works, artists, movements, and historical developments in the arts. **B2: Analysis of Multiple Social/Cultural Perspectives**: Analyze social/cultural perspectives in the arts, within a work of art, or in varied responses to a specific work. **B3: Understanding of Artistic Context**: Understand the historical, cultural, artistic, and/or personal context in which a work of art was created.	Please refer to the sufficiency guidelines for Standard B on page 15.
C: Understand the Role of the Arts in Society Understand the role the arts play in society and the ways in which the arts empower people to create works that manifest their beliefs, social relationships, values, and skills.	**C1: Examination of the Arts in Society**: Understand the roles of the arts in empowering people and enriching their lives. **C2: Examination of Influences of Society on the Arts**: Understand how assumptions, values, organizations, and conditions of societies influence artistic creations. **C3: Examination of Influences of the Arts on Society**: Understand how the arts influence, shape, and are used to change or preserve societies.	Please refer to the sufficiency guidelines for Standard C on page 17.
D: Exhibit Skill in One Discipline of the Arts: *Theatre, Visual Arts, Music, Dance* Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. Demonstrate the significance and potential contribution of the arts to the quality of one's life.	*THEATRE* **D1: Development of a Vision**: Develop and present an image or idea that serves as the basis for artistic choices. **D2: Communication of Purpose**: Communicate a central purpose throughout a dramatic performance or product. **D3: Interpretation**: Make and develop stylistic choices consistent with historical, cultural, social, and artistic factors. **D4: Implementation**: Use effective process to develop and present a theatrical performance or product. **D5: Presentation**: Interact with an audience through a theatrical performance or product. **D6: Recognition of Personal Meaning**: Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.	Please refer to the sufficiency guidelines for Standard D on page 25.

Standard D is continued on next page

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Visual & Performing Arts, *cont.*

Standard What students must be able to do:	Criteria What students should demonstrate:	Evidence What students might collect:
	Visual Arts and Design **D1: Artistic Content**: Create work that achieves expressive meaning in response to artistic problems. **D2: Design and Composition**: Make informed design decisions and achieve effective composition. **D3: Technical Resolution**: Demonstrate technical skill and craftsmanship. **D4: Artistic Process**: Use effective processes to understand, respond to, and reflect on artistic problems. **D5: Exhibition**: Develop and present artistic work for a public audience. **D6: Recognition of Personal Meaning**: Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work. ***Music*** **D1: Quality of Sound**: Use appropriate sound production, blend and balance (in ensembles), and use accurate intonation. **D2: Technique**: Use correct rhythms and pitches, execution (control) of dynamics, and articulation. **D3: Musicality**: Use an expression and style of interpretation that is appropriate to the composer's intent, including tempo, phrasing, and dynamics. **D4: Presentation**: Perform music for a public audience. **D5: Recognition of Personal Meaning**: Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work. ***Dance*** **D1: Choreography**: Choreograph and present an original work for a public performance. **D2: Presentation**: Reconstruct a dance work for presentation. **D3: Technical Competence**: Demonstrate technical competence in one or more dance styles. **D4: Performance**: Rehearse and publicly perform dance works in a group or as a soloist. **D5: Recognition of Personal Meaning**: Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.	Please refer to the sufficiency guidelines for Standard D on page 25.
E: Analyze and Critique Artistic Works Analyze and evaluate works of art and performances from functional and structural/formal perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.	**E1: Examination of Audience Responses**: Examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices. **E2: Communication of Responses to the Arts**: Communicate artistic responses, interpretations, and evaluations. **E3: Representation of Personal Aesthetics**: Communicate conceptions of what is artistically valid or valued.	Please refer to the sufficiency guidelines for Standard E on page 27.

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Making a Summary Judgment

Teacher Verification Is Preferred

PASS has identified a range of methods teachers may use to verify student proficiency, including state and national assessments (refer to the Assessment Guidelines for specific information). The preferred method for most PASS standards, however, is teacher verification. This method creates the closest link between instruction and assessment and can be the most valid way to determine a student's abilities.

A teacher verifies student proficiency by judging a collection of student work. This "collection of evidence" contains varied examples of work that have been assembled by the student and teacher over time in one or more classes. Evidence may include CIM work samples, classroom assignments and tasks, teacher-made tests, projects, exams, and quizzes. Individual work samples may be used in collections of evidence for more than one standard; in some cases, entire collections may be used for more than one standard.

Follow the two steps on the Summary Judgment Score Sheet (opposite page) to assign a summary judgment score.

The Verification Process

The teacher verification process is the same for all PASS standards. Follow the two steps on the Summary Judgment Score Sheet to assign a score:

STEP 1 Determine Sufficiency of Evidence and Proficiency of Performance

Sufficiency and proficiency are interrelated. The teacher considers both before making a summary judgment. For each of the five PASS standards in Visual and Performing Arts, this *Guide* contains information that can be used to determine whether a collection of evidence is sufficient, as well as a Scoring Guide that describes specific criteria and descriptions of proficient performance for the standard.

Sufficiency exists when enough evidence has been accumulated to serve as the basis for reliable scoring. A sufficient collection includes evidence across the range of criteria described in the Scoring Guide. It also includes representative pieces of student work collected under varied opportunities and conditions, including some in-class, on-demand work as well as some independent projects.

Proficiency is determined by considering – but not separately rating – each piece in the collection of student work. Here again, the criteria described in the Scoring Guides for each standard are key to scoring collections. Some criteria may be more essential than others; not all have the same weight in determining proficiency.

It is crucial that scorers understand the standard and its criteria. Scorers may infer proficiency about some criteria that the collection does not specifically address. The overall level of work in the collection must convince the scorer that the student would perform at the same level in similar settings and on related criteria.

STEP 2 Assign a Summary Judgment Score

A summary judgment score is a decision about one standard based on the student's performance as demonstrated in the collection of evidence. The fundamental reference point for any summary judgment score is the degree to which the score indicates readiness for entry-level college coursework. A student should be scored M (meets the standard) if most of the work in the collection meets or exceeds the criteria listed in the applicable Scoring Guide, even if performance within and across the work in the collection varies.

To increase the confidence of their judgments, scorers should make provisions for cross-scoring some collections of evidence. A scorer should be confident that, given the same collection, properly trained colleagues would reach the same conclusion. ■

PASS Summary Judgment Score Sheet

STEP 1 Determine Sufficiency of Evidence and Proficiency of Performance

Note: Sufficiency and proficiency are interrelated. Consider both before making both judgments.

SUFFICIENCY:
Determine sufficiency of evidence.

- Does the collection sufficiently represent the standard?
- Have there been sufficiently varied opportunities and conditions for assessment?
- Is there sufficient evidence to be confident that the work represents the student?

PROFICIENCY:
Determine proficiency of performance.

Exceeds the Standard

Meets the Standard
The collection is consistent with the standard's descriptions of proficient performance (see scoring guide for each standard) and allows inferences about knowledge and skills.

Does Not Meet the Standard

STEP 2 Assign a Summary Judgment Score

Proficient

☐ E	**Exemplary***	If there is sufficient evidence to make a confident judgment AND if the student's work consistently exceeds the criteria, then the summary judgment score is E.
	OR	
☐ H	**Highly proficient***	If there is sufficient evidence to make a confident judgment AND if the student's work consistently meets and regularly exceeds the criteria, then the summary judgment score is H.
		* must be externally verified
☐ M	**Meets the standard**	If there is sufficient evidence to make a confident judgment AND if the student's work meets the criteria, then the summary judgment score is M.

Not Proficient

☐ W	**Working toward the standard**	If there is insufficient evidence to make a confident judgment OR if the collection does not include enough work at the proficient level to meet the criteria, then the summary judgment score is W.
	OR	
☐ N	**Not meeting the standard**	If the collection doesn't address the standard OR if the student clearly doesn't possess the skills addressed by the standard, then the summary judgment score is N.

Collection ID: _____ **Judge:** _____ **Date:** _____

Scoring Guide for PASS Standard A (Required for OUS Admission)

Understand Elements, Principles, and Process in the Arts

Understand the ways in which artists use elements, materials, technologies, the creative process, and organizational principles in similar and distinctive ways in various art forms or disciplines.*

Criteria		
A1: Recognition of Elements and Principles Recognize, examine, and understand the elements and principles that are common across various art forms or disciplines.*	**A2: Understanding the Creative Process** Recognize and understand the creative process within various art forms or disciplines.*	**A3: Aesthetic Literacy** Communicate an understanding of various art forms or disciplines.*
Descriptions of Proficient Performance		
• identifies compositional elements (e.g., line, form, space, shape, texture, rhythm, value, etc.) that are common across various art forms or disciplines and discusses how they are used in example works • identifies compositional principles (e.g. unity, variety, repetition, integration, contrast, etc.) that are common across various art forms or disciplines and discusses how they are used in example works • recognizes and articulates an awareness of the relationship among the elements and principles within a work(s) of art	• identifies and discusses the creative process used by artists in various art forms and disciplines – for example, in the dramatic arts, the process consisting of: development of a vision, communication of purpose, interpretation, implementation, and presentation • explains the creative process as it is used in a variety of art forms or disciplines	• discusses works in more than one art form or discipline, considering the vocabularies, tools, techniques, and thinking of the various forms or disciplines • studies and comments on the formal, representational, and/or expressive qualities of a work(s) of art • explains the expressive and communicative relationships between artists/performers and audiences in various art forms or disciplines • appropriately uses concepts and terminology particular to a chosen art form or discipline • evaluates the aesthetic effects of a work(s) of art and draws conclusions about the ideas, emotions, and overall impact of the work

*Note: Standard A stresses comparative literacy in the arts, which might be developed and demonstrated by studying and comparing art forms within a particular art discipline (e.g., in visual arts: drawing, painting, sculpture, and photography, or in music: vocal, instrumental, and symphonic work) or through a cross-disciplinary humanities approach by studying and comparing various art disciplines. This means that there are options, in the criteria and descriptors listed above, to involve either art forms or disciplines.

SUFFICIENCY GUIDELINES FOR PASS Standard A (REQUIRED)

PASS arts teachers have determined the relative importance of the criteria for PASS Standard A as follows:

- A1 is Critical - substantial evidence required
- A2 is Critical - substantial evidence required
- A3 is Important - some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection may include:

- recognition and explanation of principles and elements in works of art from more than one art form or discipline (A1)
- exploration of the relationships across different forms of art – for example, Debussy and the Impressionists (A2)
- a demonstrated understanding of the steps involved in making a particular form of art (A2)
- an explanation of how artistic elements affect the impact of the work of art (A3)
- a comparative evaluation of several works by an individual artist (A1 & 2)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection may include:

- oral, visual, or multi-media presentations incorporating correct terminology
- a vocabulary test demonstrating sufficient knowledge of appropriate elements, principles, and terminology
- evaluation or written response to a performance or show
- creation of useful, informative program notes for a performance or show
- evidence of a project done over time with reflection and peer editing

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection may include:

- evidence of understanding through in-class writing, journaling questions, sketchbook, or audio/visual record of an informed performance
- evidence of consistent use of appropriate vocabulary over time
- several assessments conducted under teacher supervision

B

Scoring Guide for PASS Standard B

Interpret Art from Various Cultures and Historical Periods

Interpret works of art from various historical periods, cultures, and peoples, analyzing the contexts in which they were created, the characteristics of the works, and the range of possible interpretations.

Criteria

B1: Recognition of Artists, Works, and Movements
Recognize exemplary works, artists, movements, and historical developments in the arts.

B2: Analysis of Multiple Social/Cultural Perspectives
Analyze social/cultural perspectives in the arts, within a work of art, or in varied responses to a specific work.

B3: Understanding of Artistic Context
Understand the historical, cultural, artistic, and/or personal context in which a work of art was created.

Descriptions of Proficient Performance

- demonstrates general knowledge of the historical development of various art forms or disciplines
- demonstrates knowledge of landmark works and artists in various art forms or disciplines
- recognizes and interprets examples of influential artistic movements, schools, or styles within a selected art discipline
- recognizes and interprets significant works from various historical periods, cultures, peoples, and artists within a selected art discipline

- acknowledges multiple viewpoints within or among societies and cultures, as represented in artistic work(s)
- analyzes the ways social/cultural perspective or personal point of view influence an artist's work
- recognizes and discusses varied perceptions of and responses to an artistic work(s) caused by the social, cultural, historical, or personal perspectives of its audiences
- recognizes artistic forms, styles, and/or qualities which are characteristic of work created within various cultures and/or historical periods
- interprets works of art from various historical periods, cultures, peoples, and artists in relation to the context in which they were created

- describes and explains the historical, cultural, social, biographical, intellectual, or artistic context in which a work(s) of art was created
- researches and presents information pertaining to the contextual background of a work(s) of art
- distinguishes and interprets significant contextual influences on an artist(s) and artistic work(s)

SUFFICIENCY GUIDELINES FOR PASS Standard B

B

PASS arts teachers have determined the relative importance of the criteria for PASS Standard B as follows:

- B1 is Critical - substantial evidence required
- B2 is Important - some evidence required
- B3 is Important - some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection may include:

- documentation of an immersion in a different culture by analyzing the experience in the context of that culture (B3)
- an analysis of a global cultural context, including consideration of non-Western perspectives (B2 & 3)
- the identification of ways in which works of arts or artistic movements reflect (or can characterize) social/ cultural perspectives (B1)
- characterization of exemplary works in the context in which they were created (B3)
- identification & examination of an event or condition that inspired a work of art (B1)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection may include:

- written oral, and/or visual/multi-media presentations, partly developed under controlled conditions, with opportunities for discussion, research, and revision
- individual or group presentations with essays
- tests representing landmark works of art
- evidence of group discussions
- essays and research papers exploring the social/cultural perspectives presented in selected works of art (B2)

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection may include:

- evidence of student's research through a bibiliography of works cited
- work done under controlled conditions
- evidence and awareness of the student's own viewpoint
- on-demand work samples demonstrating student's insight & research
- bibliography of sources cited

C

Scoring Guide for PASS Standard C

Understand the Role of the Arts in Society

Understand the role the arts play in society and the ways in which the arts empower people to create works that manifest their beliefs, social relationships, values, and skills.

Criteria

C1: Examination of the Arts in Society	C2: Examination of Influences of Society on the Arts	C3: Examination of Influences of the Arts on Society
Understand the roles of the arts in empowering people and enriching their lives.	Understand how assumptions, values, organizations, and conditions of societies influence artistic creations.	Understand how the arts influence, shape, and are used to change or preserve societies.

Descriptions of Proficient Performance

C1: Examination of the Arts in Society	C2: Examination of Influences of Society on the Arts	C3: Examination of Influences of the Arts on Society
• uses specific examples (historical and/or contemporary) to illustrate how the arts have empowered people to express themselves and create images, performances, works, and structures • uses specific examples (historical and/or contemporary) to illustrate how the arts have enriched peoples' experiences • recognizes and discusses influences of various art forms or disciplines	• studies a selected society or culture (its assumptions, values, relationships, etc.) and its influences upon art work created within the society or culture • analyzes how an artistic work(s) reflects or reacts to needs, beliefs, and trends in a society or culture • draws and communicates general conclusions about the ways in which artists and their art reflect or react to society and culture	• studies a selected society or culture and the ways in which art has influenced and shaped its development • identifies and interprets significant social/cultural themes and commentary in an artistic work(s) • identifies how an artistic work(s) is connected to social/cultural change or preservation • draws and communicates general conclusions about the ways in which artists and their art influence or comment on society and culture

SUFFICIENCY GUIDELINES FOR PASS Standard C

C

PASS arts teachers have determined the relative importance of the criteria for PASS Standard C as follows:

- C1 is Critical - substantial evidence required
- C2 is Critical - substantial evidence required
- C3 is Critical - substantial evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection may include:

- at least one example of a how and why a landmark work of art affected the culture in which it was first introduced (C1)
- an examination of ways in which works promote or critique social change (C3)
- an analysis of the context in which works have been created (C2)
- an exploration of relationships among artistic movements, their thematic treatments, and the public's response

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection may include:

- non-written (oral, visual, media) interpretations and explorations of how arts and society influence one another (C2 & 3)
- varied written interpretations: essays developed over time and on-demand interpretative essays
- evidence of research conducted for varied purposes, in varied contexts and/or content areas.
- at least one properly cited written research product (oral or visual)

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection may include:

- evidence of the student's own viewpoint and effort to form and defend a cohesive thesis
- varied written pieces: essays developed over time and in on-demand situations
- at least one properly cited written research product--may be presented orally or visually if time permits

Scoring Guide for PASS Standard D

Exhibit Skill in One Discipline of the Arts: *Theatre, Visual Arts, Music, Dance*

Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. Demonstrate the significance and potential contribution of the arts to the quality of one's life.

Theatre

Criteria

D1: Development of a Vision	D2: Communication of Purpose	D3: Interpretation
Develop and present an image or idea that serves as the basis for artistic choices.	Communicate a central purpose throughout a dramatic performance or product.	Make and develop stylistic choices consistent with historical, cultural, social, and artistic factors.

Descriptions of Proficient Performance

D1: Development of a Vision	D2: Communication of Purpose	D3: Interpretation
• identifies, develops, and presents a central idea(s) or image(s) which serves as the basis for artistic choices • connects the idea or image to a larger context (social, cultural, artistic, thematic) • makes stylistic choices (design and technical areas) which are consistent with the idea or image • develops a cohesive core in characterizations (acting, directing, and play writing) which is consistent with the idea or image • develops patterns and motifs which reflect, communicate, and enrich the idea or image	• identifies a purpose for the development of a dramatic product or performance • describes and characterizes a particular audience for whom the product or performance is developed • demonstrates an intention to communicate through a dramatic form • selects dramatic forms and makes stylistic and interpretive choices consistent with identified vision, purpose, audience, and intentions • communicates purpose throughout a dramatic performance or product	• presents a consistent historical perspective in design, acting, directing, play writing, etc. • considers cultural, social, and artistic factors in developing a dramatic interpretation • applies a consistent acting technique and performance style appropriate to the genre, work, vision, and purpose • develops a consistent mood in a production or performance • uses the "language" of the dramatic medium consistently

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SCORING GUIDE FOR PASS Standard D

PASS theatre teachers have determined the relative importance of the criteria for PASS Standard D in theatre as follows:

- D1 is Critical - substantial evidence required
- D2 is Important - some evidence required
- D3 is Critical - substantial evidence required
- D4 is Critical - substantial evidence required
- D5 is Important - some evidence required
- D6 is Important - some evidence required

Theatre

Criteria

D4: Implementation
Use effective process to develop and present a theatrical performance or product.

D5: Presentation
Interact with an audience through a theatrical performance or product.

D6: Recognition of Personal Meaning
Recognize the significance of experiences with the arts and of reflect on the performance or creation of an artistic work.

Descriptions of Proficient Performance

- develops processes to implement the vision and interpretation of a dramatic work or presentation
- conceives and carries out a creative implementation process from ideation to production
- follows processes consistent with conventions of the theater or the chosen medium
- reflects, monitors, assesses, and adjusts within the stages of a creative implementation process
- rehearses, revises, and improves the design, interpretation, product, or performance
- **Tech design**: develops designs that use visual elements to convey environments which clearly support the vision; uses designs as blueprints for implementation
- **Stage craft**: applies technical knowledge to safely create functional scenery and properties, lighting, sound, costumes, and makeup
- **Acting/performing**: (a) analyzes the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media; (b) compares, demonstrates, and uses various classical & contemporary acting/performing techniques and methods; (c) in an ensemble, creates and sustains characters that communicate with audiences

- considers the nature, needs, and characteristics of an audience in developing a dramatic product or performance
- considers the nature and characteristics of the environment in which the performance will occur and be received
- develops and manages a production which is sensitive to the audience's experience
- presents a product or performance that can be effectively experienced and received by the audience (e.g., set, lighting, vocal projection and technique, movement, timing, etc.)
- engages the audience interactively
- exhibits quality, craftsmanship, and artistry in public performances
- collaboratively contributes to the success of an ensemble dramatic performance presented in a public forum
- views, reviews, and evaluates performances from the audience's perspective
- expresses self and creates/performs finished work in more than one art form or discipline

- reflects on discovery of personal meaning in the creation or interpretation of artistic work
- makes clear and specific references to aspects of artistic work which are personally meaningful
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- discusses and analyzes personal reactions to artistic work in relation to personal experiences and views
- articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work

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D

Scoring Guide for PASS Standard D

Exhibit Skill in One Discipline of the Arts: *Theatre, Visual Arts, Music, Dance*

Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. Demonstrate the significance and potential contribution of the arts to the quality of one's life.

Visual Arts and Design

Criteria

D1: Artistic Content	D2: Design and Composition	D3: Technical Resolution
Create work that achieves expressive meaning in response to artistic problems.	Make informed design decisions and achieve effective composition.	Demonstrate technical skill and craftsmanship.

Descriptions of Proficient Performance

D1: Artistic Content

- responds effectively to the parameters, constraints, and opportunities of an artistic problem (given or self-defined)
- considers purpose and function in developing a design solution
- achieves expressive meaning through use of unifying concepts or images
- demonstrates insight, originality, creativity, ingenuity in developing an expressive work(s)
- explains the ideas, concepts, and/or images which give meaning to an expressive work(s)

D2: Design and Composition

- makes and carries out design decisions which demonstrate a basic understanding of design theory
- makes and carries out design decisions which work effectively in the chosen media
- unifies an expressive work(s) through imagery, pattern, and thoughtful use of design elements
- uses and varies form, line, shape, texture, color, value, or space (elements of design) to develop interest and strength
- uses positive-negative space and figure-ground relationships to achieve effective composition
- uses contrast, variety, emphasis, rhythm, repetition, balance, or proportion (principles of design) to create visual interest and movement
- explains and evaluates his/her work in terms of design concepts and decisions, applying understanding of elements and principles and using terms correctly

D3: Technical Resolution

- demonstrates basic skill in the processes necessary to respond to an artistic problem (given or self-defined)
- demonstrates competence and control in the processes and techniques particular to a chosen medium
- uses materials, tools, and techniques safely and correctly
- demonstrates quality craftsmanship in the technical production of an expressive work(s)
- achieves quality craftsmanship in the final presentation of an expressive work
- correctly explains processes and techniques for producing finished work in a chosen medium

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SCORING GUIDE FOR PASS Standard D

D

PASS visual arts teachers have determined the relative importance of the criteria for PASS Standard D in visual arts as follows:

- D1 is Critical - substantial evidence required
- D2 is Important - some evidence required
- D3 is Critical - substantial evidence required
- D4 is Important - some evidence required
- D5 is Critical - substantial evidence required
- D6 is Useful - minimal evidence required

Visual Arts and Design

Criteria

D4: Artistic Process
Use effective processes to understand, respond to, and reflect on artistic problems.

D5: Exhibition
Develop and present artistic work for a public audience.

D6: Recognition of Personal Meaning
Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

Descriptions of Proficient Performance

- studies the parameters, constraints, and possibilities of an artistic problem (given or self-defined) and initiates a response
- conceives and carries out a creative process from conception to production of a finished work(s)
- balances planning and discovery, focus and flexibility in an artistic process
- willingly seeks and accepts critical responses, rethinking, adjusting, and revising in response to discoveries, suggestions, and feedback during an artistic process
- uses time and resources effectively within an artistic process
- works effectively as an individual and as part of a group to complete artistic processes
- reflects upon and assesses the products created within an artistic process
- reviews and reflects upon the stages and experiences of an artistic process

- identifies and considers an audience in the development and presentation of an expressive work(s)
- creates work which can be effectively exhibited and viewed in a public space
- carefully and skillfully prepares a work(s) for public exhibition
- demonstrates awareness of the relationships between art and an environment in which it is exhibited
- displays work effectively in a public space or forum
- expresses self and creates/performs a finished work in more than one art form or discipline

- reflects on discovery of personal meaning in the creation or interpretation of artistic work
- makes clear and specific references to aspects of artistic work which are personally meaningful
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- discusses and analyzes personal reactions to artistic work in relation to personal experiences and views
- articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work

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D

Scoring Guide for PASS Standard D

Exhibit Skill in One Discipline of the Arts: *Theatre, Visual Arts, Music, Dance*

Exhibit skill and understanding in at least one form of the arts, defining and responding to artistic problems with insight, technical ability, and quality. Demonstrate the significance and potential contribution of the arts to the quality of one's life.

Music

Criteria

D1: Quality of Sound	D2: Technique	D3: Musicality
Use appropriate sound production, blend and balance (in ensembles), and use accurate intonation.	Use correct rhythms and pitches, execution (control) of dynamics, and articulation.	Use an expression and style of interpretation that is appropriate to the composer's intent, including tempo, phrasing, and dynamics.

Descriptions of Proficient Performance

D1: Quality of Sound	D2: Technique	D3: Musicality
• uses excellent tone most of the time, correcting individual problems presented by demanding musical passages • uses consistent and well controlled tonal color, focus and timbre • achieves tonal clarity most of the time • tunes instrument accurately • uses consistent melodic and harmonic intonation • establishes and maintains blend and balance	• maintains rhythmic accuracy and precision • controls pulse and tempo • correctly interprets rhythms • uses well-developed articulation/ bowing technique • concentrates and responds to director accurately and appropriately	• uses consistent style and tempo, accurately interpreting the composer's intent • uses uniform and consistent phrasing throughout the passage • shapes and contours phrases and passages with naturally expressive communication • creates a free flowing performance through the use of accents, stress, rubato and flexibility in phrasing

Dance

Criteria

D1: Choreography	D2: Presentation	D3: Technical Competence
Choreograph and present an original work for a public performance.	Reconstruct a dance work for presentation.	Demonstrate technical competence in one or more dance styles.

Descriptions of Proficient Performance

D1: Choreography	D2: Presentation	D3: Technical Competence
• understands the elements and principles of design, space, time • demonstrates imagination in applying principles of composition • employs consistent stylistic choices • demonstrates clear expression of the overriding image or idea of a piece	• transcribes the work accurately from the original source (video, notation, notes, film) • demonstrates understanding of the original style • communicates an insightful interpretation of the work	• exhibits evidence of technical training beyond beginning level of work • articulates clear understanding of vocabulary in chosen dance style(s)

Scoring Guide for PASS Standard D

D

PASS music teachers have determined the relative importance of the criteria for PASS Standard D in music as follows:

- D1 is Critical - substantial evidence required
- D2 is Critical - substantial evidence required
- D3 is Critical - substantial evidence required
- D4 is Useful - minimal evidence required
- D5 is Important - some evidence required

The importance of the criteria for Standard D in dance has not yet been determined.

Music

Criteria

D4: Presentation
Perform music for a public audience.

D5: Recognition of Personal Meaning
Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

Descriptions of Proficient Performance

- plans, rehearses, and prepares for a public musical performance (solo or ensemble)
- works responsibly and effectively with others in preparing for a public musical performance
- considers the nature of the musical composition, the performance environment, and the audience in preparing for and performing a public musical performance
- performs with skill, control, and expressiveness for a public audience
- reflects upon and evaluate public musical performances (one's own and others')
- expresses self and creates/performs finished work in more than one art form or discipline

- reflects on discovery of personal meaning in the creation or interpretation of artistic work
- makes clear and specific references to aspects of artistic work that are personally meaningful
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- discusses and analyzes personal reactions to artistic work in relation to personal experiences and views
- articulates discoveries about self, life, and the world that have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work

Dance

Criteria

D4: Performance
Rehearse and perform dance works in a group or as a soloist.

D5: Recognition of Personal Meaning
Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

Descriptions of Proficient Performance

- plans, rehearses, and prepares for a public dance performance (solo or ensemble)
- works responsibly and effectively with others in preparing for a performance
- considers the nature of the dance composition and choreography, the performance environment, and the audience in preparing for and performing a public performance
- demonstrates the ability to communicate through dance to a public audience
- exhibits technical skill appropriate for the public performance
- demonstrates an interest in improving the dance performance
- expresses self and creates/performs finished work in more than one art form or discipline

- reflects on and evaluates public dance performances (one's own and others')
- makes clear and specific references to aspects of performance experience that are personally meaningful
- assesses technical and artistic merit of chosen work and performance
- makes clear and specific references to personal experiences, discoveries, or views in relation to artistic work
- extends beyond personal connections and experiences to apply understandings gained from artistic work more broadly
- articulates discoveries about self, life, and/or the world which have been shaped by artistic work or by experiences with the arts
- represents, communicates, or alludes to connections between selected artistic work and her/his own work

D

Sufficiency Guidelines for PASS Standard D

Remember that when you make a summary judgment about PASS Standard D, you need to refer to the criteria and descriptions of proficient performance for the standard (on the previous 6 pages) as well as to these sufficiency guidelines.

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection may include:

For theatre:

- documentation of preparatory process including but not limited to scored scripts, statements of purpose, renderings, plots, journals, and ground plans

For music:

- video or CD recordings of solo or group performance
- journal, logs, reflective pieces that show the artist's journey to the performance
- research about the work that is performed and how it shapes the performance

For visual arts:

- multiple art works that show use of various medium & processes
- a collection of work that demonstrates a basic understanding of elements & principles of design
- use of an effective process to develop an artistic idea
- personal reflection of connection to specific artworks
- a quality piece of work suitable for exhibition

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SUFFICIENCY GUIDELINES FOR PASS Standard D

D

Guidelines for a Sufficient Collection of Evidence

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection may include:

For theatre:

- evidence of creative process demonstrating development of ideas from vision to execution, including but not limited to journals, mock-ups, sketches, rehearsal schedules, stage manager's reports, brainstorming activities, and rehearsal video tapes

For music:

- recordings
- ratings by judges
- reflective pieces
- programs

For visual arts:

- oral presentation/critique of elements and principles demonstrated in their work
- group or individual display of quality work
- written analysis or documentation of development of project (annotated sketches, thumbnails)

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection may include:

For theatre:

- some evidence of creative process and production resulting from in-class work, including but not limited to journals, discussion, sketches, renderings, plots, ground plans.

For music:

- programs
- video tape
- journals
- adjudications (solo, large group, or ensemble)

For visual arts:

- work done under controlled situations
- annotated sketches (to document process)

Scoring Guide for PASS Standard E (Recommended for OUS Admission)

Analyze and Critique Artistic Works

Analyze and critique works of art and performances from functional and structural/formal perspectives, using defensible criteria and communicating effectively through writing, speaking, and expressive media.

Criteria		
E1: Examination of Audience Response Examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices.	**E2: Communication of Responses to the Arts** Communicate artistic responses, interpretations, and evaluations.	**E3: Representation of Personal Aesthetics** Communicate conceptions of what is artistically valid or valued.
Descriptions of Proficient Performance		
• describes and explains personal responses to a work(s) of art, extending beyond initial observations and general opinions • investigates and considers the responses of other audiences, and compares them to personal responses • examines creative choices made within a work(s), and relates them to audience responses • discusses specific aspects, examples, and details from a work(s) in analyzing its effects on an audience(s) • develops supported inferences about relationships between a work(s) of art and its audience(s)	• analyzes and interprets a work(s) of art using an appropriate approach to criticism (specific to the particular art discipline) • studies and comments on the formal, representational, and/or expressive qualities of a work(s) of art • analyzes and interprets a work(s) of art within the historical, cultural, and artistic context in which it was created • establishes a focus, organizing plan, and set of ideas for responding to, interpreting, or critiquing a work(s) of art • refers to specific aspects of a selected work(s) in developing an interpretion, response, or evaluation • uses, integrates, and cites researched information in developing an interpretion, response, or evaluation	• communicates (through discussion, examples, and/or original work) a personal conception of what is artistically valid or valued • uses personal aesthetics to distinguish and respond to works of art that are personally valued • represents the ways in which the arts contribute to and enrich her/his life • uses criteria and sound critical analysis to evaluate own work and the work of other artists/performers (both works in progress and final works)

SUFFICIENCY GUIDELINES FOR PASS Standard E (RECOMMENDED)

PASS arts teachers have determined the relative importance of the criteria for PASS Standard E as follows:

- E1 is Important - some evidence required
- E2 is Critical - substantial evidence required
- E3 is Important - some evidence required

Guidelines for a Sufficient Collection of Evidence

Does the work sufficiently represent the standard?

- The collection addresses the range of criteria OR allows inferences about criteria not addressed.

The collection may include:

- interpretive responses to works of art that are communicated through written, oral, or visual presentations, evaluative arguments or essays, interpretive performances, or original creations
- several papers or presentations that demonstrate students' ability to analyze works of art (E2)
- a research paper or a compare and contrast paper
- an audience-response survey created by the student or a group of students, who then tally and analyze its results (E1)
- an interview with an artist (E3)
- critiques an era or area of the visual arts using the DBAE or Feldman criteria (E2)

Have there been sufficiently varied opportunities, circumstances, and conditions for assessment?

- The collection represents ample assessment variety for demonstrating proficiency.

The collection may include:

- at least one presentation that integrates written, oral, and visual communication forms and methods
- at least one oral presentation or speech (which could be integrated with multimedia and/or written communication)
- at least one visual or media presentation (which could be integrated with oral and/or written communication)
- informal as well as formal presentations
- individual as well as group presentations

Is there sufficient evidence for you to be confident that the work represents the student?

- The collection's contents indicate that the work is the student's own.

The collection may include:

- consistent evidence of careful preparation, reasonably effective delivery skills, and ability to communicate with an audience

Visual & Performing Arts - from CIM & CAM to PASS

OUS ADMISSION REQUIREMENTS =
PASS Standards A plus B, C, or D

CIM requirements will be determined by local districts

PASS Standards Strongly Recommended for Scholarships, Class Placement, and/or College Credit

Advanced Opportunities*

Any of the following standards+

E. Analyze and Critique Artistic Works
D. Exhibit Skill in One Discipline of the Arts (Theatre, Visual Arts, Music, Dance)
C. Understand the Role of the Arts in Society
B. Interpret Art from Various Cultures and Historical Periods

+ that have not been met as requirements (see below)

OUS Admission

PASS Standards Required for Admission**

D. Exhibit Skill in One Discipline of the Arts (Theatre, Visual Arts, Music, Dance)
or
C. Understand the Role of the Arts in Society
or
B. Interpret Art from Various Cultures and Historical Perspectives
and
A. Understand Elements, Principles, and Process in the Arts

* Students who seek advanced opportunities should maximize the number of PASS standards met.

** CIM provides a foundation for many PASS standards. After CIM assessment results in Arts become available in the districts, district CIM scores may be used for full or partial verification of some PASS standards. Students not having the opportunity to use CIM results are encouraged to use PASS methods of assessment.

CAM to PASS: Student work from CAM programs that address the PASS standards may be used to demonstrate proficiency. The PASS teaching and assessment guidelines should be considered as CAM programs are designed and implemented.

Note: The most current information about PASS assessment requirements and opportunities is available on the PASS website <www.ous.edu/pass>.

PASS Visual & Performing Arts Assessment Guidelines for 2001-02*

The primary assessment method is PASS Teacher Verification, which is based on teacher judgment of a collection of student work. State and national tests may also be used. Choose the method that best serves the student.

PASS Standard	ASSESSMENT METHODS AND PERFORMANCE LEVELS				
	Assessment Method (*Only one method required per standard to meet proficiency (M)*)	Assessment Code	Scores Required to Equal: Meets proficiency (M)	Highly proficient (H)	Exemplary (E)
A: Understand Elements, Principles, and Process in the Arts	PASS Teacher Verification (Collection may include CIM work samples)	PTV	M	H	E
B: Interpret Art	PASS Teacher Verification	PTV	M	H	E
C: Understand the Role of the Arts	PASS Teacher Verification	PTV	M	H	E
D: Exhibit Skill	PASS Teacher Verification	PTV	M	H	E
	MUSIC: District Solo Contest	DSC	Level II	Level I	
	State Solo Contest	SSA			1st, 2nd, or 3rd place
	Festival Performance - Adjudication for ensembles or large groups	FPA	Level I		
	State Championship - Adjudication for ensembles or large groups	SCA		Top 10	Top 5
E: Analyze and Critique Artistic Works	PASS Teacher Verification	PTV	M	H	E

- PTV ratings of H or E require external validation. This can be done (1) through the OUS~ODE Moderation Panel, available biannually at no cost, or (2) by department or regional validation, or (3) by attaining H- or E-level scores on national assessments. Required scores on national assessments (AP, IB, ACT, or SAT II) will be added for this content area as research and analysis is completed regarding calibration of test results with the PASS standards in the Arts.

- Updates about Arts assessment options will be posted on the PASS website as they become available.

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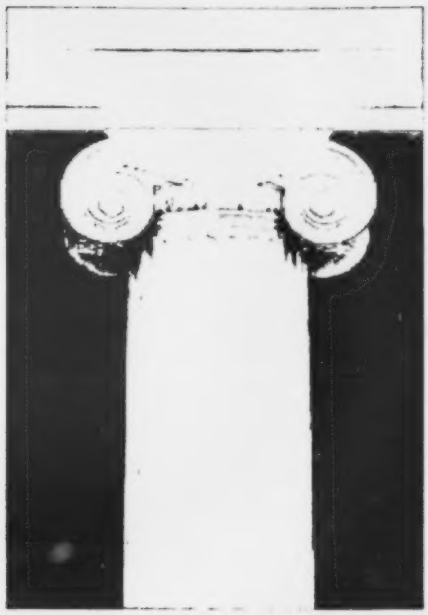
Reports Available from OUS Office of Institutional Research

Report	Description	How to Obtain
Where Have Oregon's Graduates Gone?	Biennial survey of Oregon high school graduates. This study aims to identify the proportion of high school graduates enrolled in postsecondary education the fall or winter term following their graduation, as well as the type of college chosen, the reasons for their choice, and the reasons graduates chose not to enroll in college.	The survey is conducted in even-numbered years; reports are available in July. Contact Ruth Keele at (541) 346-5754. Also available on-line at <www.ous.edu/irs>/.
Post-High School Plans Survey Report	Annual survey of Oregon high school juniors concerning their planned activities following high school. For students considering college, the survey obtains data on college preferences and desired field of study. Survey results are available for each participating high school with comparisons to statewide results.*	Survey results are sent to participating high schools each September for the previous year's junior class. Contact Ruth Keele at (541) 346-5754.
Freshman Profile	Characteristics of Oregon high school graduates attending OUS institutions as first-time freshmen. The two-page report summarizes OUS enrollment, retention to sophomore year, academic preparation, and first-year college performance for graduates from each Oregon high school compared to all Oregon first-time freshmen.*	Reports are sent to high schools in January for the previous academic year's first-time freshmen. Contact Dave Puckett at (541) 346-5827.
Academic Performance Report	Detailed description of Oregon high school graduates attending OUS institutions. The 150-page report provides detailed tables depicting enrollment and registration patterns, retention to sophomore year, academic preparation, and first-year college performance by discipline. Data are reported by high school and compared to all other first-time freshmen.*	Reports available by request after January for the previous academic year's first-time freshmen. Contact Dave Puckett at (541) 346-5827. Cost is $25 for each high school report.
Projections of Oregon High School Graduates	Fifteen-year projection of Oregon high school graduates, including distribution of K-12 enrollment and ratio of public high school graduates to twelfth-grade enrollment. The report is prepared in consultation with the Oregon Department of Education, School Finance and Data Information Services.	Report available by request by June of each year. Contact Ruth Keele at (541) 346-5754. Also available on-line at <www.ous.edu/irs/>.
Fact Book	Comprehensive collection of data on the Oregon University System and its institutions. The Fact Book reports detailed data on OUS students, including enrollment, demographics, source, and academic preparation and performance. Also provided are data on degrees awarded, faculty distribution by demographics and discipline, faculty salaries, budget and state appropriations, facilities, tuition, and financial aid.	Fact Books are printed in even-numbered years and available the following January. Contact Shannon McCarthy at (541) 346-5739. Also available on-line with annual updates at <www.ous.edu/irs/>.

* In order to ensure student confidentiality, results for schools with 5 or fewer records are not released to the public.

Oregon
University
System



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- Oregon Institute of Technology (Klamath Falls)
- Oregon State University (Corvallis)
- Portland State University (Portland)
- Southern Oregon University (Ashland)
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- Oregon Health Sciences University (Portland) [OUS Affiliate]

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